

Approved on .....

## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Barnsley College</b>
<b>Professional accreditation body</b> <i>(if applicable)</i>	n/a
<b>Final award</b> <i>(eg. BA Hons)</i>	<b>BA (Hons)</b>
<b>Title of programme(s)</b>	<b>Sport, Physical Education and Health [Top-up]</b>
<b>Subsidiary award(s)</b> <i>(if any)</i>	<b>BA</b>
<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	n/a
<b>Duration and mode(s) of study</b>	<b>One year FT</b>
<b>Start date</b> <i>(this version) (month and year)</i>	<b>September 2016</b>
<b>Periodic review next due</b> <i>(acad. year)</i>	<b>2021</b>
<b>UCAS course code &amp; code name</b>	
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

### 2. Aims of the programme

<p><b>Rationale and general aims</b></p> <p>The BA (Hons) Sport, Physical Education and Health [Top-up] programme is designed to provide an academic and professional programme for the development of practitioners delivering Sport, Physical Education (PE) and Health initiatives to a wide range of people. Graduates will especially be able to make a positive contribution to the learning of children and young people, due to their ability to apply theoretical knowledge to the practical environment of school or other relevant environments. They will have knowledge and understanding of relevant theories and practice will be developed with a focus on learning in physical education and sport, as well as health promotion.</p> <p>The level 6 top-up encourage progressions from complementary Foundation Degrees or Higher National Diplomas and enhances the knowledge of those individuals involved in PE and sport.</p> <p>The aims are:</p> <ul style="list-style-type: none"> <li>– To engage in a contextualised programme of study relating to the delivery of PE, sport and health promotion to children and young people.</li> <li>– To equip students with the knowledge and skills to support effective learning in PE, physical activity or sport.</li> </ul>
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- To provide specialist knowledge in PE and sport, linking to key public health issues and policies.
- To develop understanding of theories and practices relevant to professional roles and engage in reflective practice.

Where students have studied to Level 5 at other institutions, they must have a background in the relevant areas of PE, Sport and Health.

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **physical skills specific to the subject (P)**
- **employability skills (E)**

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

K1. Demonstrate knowledge and understanding of the key issues relating to leadership in PE.

K 2. Demonstrate knowledge and understanding of the key pedagogical, sociological and health issues in sport and PE.

K 3. Evaluate policies and practices within the context of PE, sport and health.

K 4. Develop and apply knowledge, understanding and problem solving skills within a professional context.

K 5. Apply knowledge and understanding of research methods and processes to the context of sport, PE and health.

I 1. Research, describe and analyse information.

I 2. Critically assess and evaluate evidence.

I 3. Make informed choices in the areas of ethical behaviour, social and environmental responsibility and equal opportunities as they apply to the practice of Physical Education and Sport and health as areas of academic enquiry.

I 4. Develop reasoned arguments and challenge assumptions.

P 1. Utilise subject specific skills such as planning, observing, evaluating, organising, supporting teaching, risk assessment and client profiling, in the delivery of progressive learning.

P 2. Design, conduct and evaluate small scale research in Physical Education, Sport and health contexts.

**E 1. Self-management** – ability to manage themselves and their development - readiness to accept responsibility, proactivity, flexibility, resilience, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.

**E 2. Teamworking** – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.

**E 3. Problem solving** – analysing facts and situations and applying creative thinking to develop appropriate solutions.

**E 4. Communication and literacy** – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.

**E 5. Application of numeracy** – manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae).

**E 6. Application of information technology** – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.

**E 7. Entrepreneurship/enterprise:** broadly, an ability to demonstrate an innovative approach, creativity, collaboration and risk taking. An individual with these attributes can make a huge difference to any business.

**E 8. World of work /business/customer awareness** – demonstrate an awareness of an industry, sector or business. Understanding the environment in which the business/organisations operate and the need to provide customer satisfaction and build customer loyalty.  
See also the generic objectives set out in section 4 below.

**Statement of congruence with the relevant published subject benchmark statements**  
(including appropriate references to the FHEQ and any PSRB requirements)

The learning outcomes are congruent with the QAA subject benchmarks for programmes of study broadly concerned with sport. The Sport and Physical Education degree involves areas typically classified under programmes concerned with sport, particularly in addressing 'policy, planning, management and delivery of sporting opportunities'.

**4. Learning outcomes for subsidiary award(s)**

Not applicable to this Programme

**5. Content**

**Summary of content by theme**

(providing a 'vertical' view through the programme)

The top up programme provides knowledge, skills and practical experiences to enhance understanding of learning in PE and through sport and health related activities. Issues and Leadership in PE evaluates the practical and theoretical aspects of ensuring effective curriculum leadership and progressive learning in PE.

Sociological and cultural factors influencing young peoples' participation in physical activity are studied and evaluated in Youth Sport and Health. The Youth Sport and Health module also focuses on critical evaluation of the relationship between health promotion and physical activity in schools and the wider community.

Community Sports Development develops understanding of promoting sports participation in the wider community and enhances understanding of the role schools have within the community.

The Professional Learning Through Work module and dissertation enable students to personalise their learning to their interests and role in the workplace. The dissertation will build on previous level 5 study contributing to the need for reflective practice and research informed practitioners.

## 6. Structure

### BA (Hons) Sport , Physical Education and Health [Top-up] (SPPEHSH)

**Duration:** one year FT  
**Total credit rating:** 120  
**Award Aim:** BA (HONS) – 120 credits  
**Subsidiary awards:** BA

#### Level 6

**Core:** Candidates are required to take:

SHN6164	Dissertation	Sem 1&2	40 credits
SHN6272	Issues and Leadership in PE	Sem 1	20 credits
SHN6232	Youth Sport and Health	Sem 1	20 credits
SHN6282	Community Sports Development	Sem 2	20 credits
SHN6192	Professional Learning through Work	Sem 1&2	20 credits

Award requirements: Students require 120 credits to gain the award.

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and assessment for the programme

Work-based modules, Professional Learning through Work and the Dissertation comprise half of the programme, balancing the taught element with the work-based application and allowing students to investigate aspects of the course to suit their roles and personalise their learning to develop reflective practitioner skills and apply theory to practice.

Students will be expected to have relevant skills and understanding for Level 6 study based on their previous study. They will be supported in their introduction to new concepts and higher order skills such as synthesis and critical evaluation but will also need to have the ability to manage their own studies and the motivation to research and study independently, gathering and analysing data appropriately.

Students will be introduced to the key issues related to ethical practice in relation to working with children and young people.

For the taught modules learning will be developed through lectures, seminars and tutorials to test their knowledge, understanding, subject specialist, intellectual and employability skills. These lead to reflection and theorising through discussion and written work.

Assessment modes are varied but the balance of assessment favours coursework. Knowledge and understanding is assessed through essays, examinations, coursework files, oral presentations and project work. Level 6 assignments increasingly demand reflection, critical analysis, synthesis and problem solving. Professionally-related skills are assessed throughout.

## 7b) Module details

Module number and name <i>Include both as shown below</i>	Learning and teaching methods These must be easily classifiable into the three <u>KIS categories</u> of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad.	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold</b> script)	Venue (if not College premises)
		Component form Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework and Practical exams.	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
SHL6272 Issues and Leadership in PE	Lectures Workshops Practical	Essay	4,000 words	100%	End Semester 1	TBC	Barnsley College
SHN6164 Dissertation	Tutorials	Project Outline	1,000 words	Pass/Fail	Early Semester One	TBC	Barnsley College
		Report	8,000 words	100%	End Semester 2		
SHL6192 Professional Learning through work	Lecture Seminar Tutorial	Project proposal, negotiation and contracting	1,000 words equivalent	Pass/Fail	Mid Semester 1	TBC	Barnsley College
		Final Project Report and Reflections	4,000 words	75%	End Semester 2		
		Oral Presentation of Project Development, Completion and Outcomes	15 minutes	25%	End Semester 2		
SHL6232 Youth Sport and Health	Lectures Seminars	Coursework Project Report	2,000 words 2,000 words	50% 50%	End Semester 1 End Semester 1	TBC	Barnsley College
SHL6282 Community Sports Development	Lectures Workshop Tutorial Practical	Report	2,500 words	50%	End Semester 2	TBC	Barnsley College
		Contribution to group meeting	10 mins	50%	Mid Sem 2		

7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme											Skills development							
	K1	K2	K3	K4	K5	I1	I2	I3	I4	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	Leadership in PE	Pedagogy, sociological and health issues	Policies and practices	Application of knowledge to professional context	Application of knowledge to the context	Analyse information	Critical assessment	Ethical, social, environmental issues	Challehge assumptions	Subject specific skills	Small scal research	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer
SHL6272 Issues and Leadership in PE																			
SHL6262 Sport in Society																			
SHL6192 Professional Learning through Work																			
SHL6282 Community Sports Development																			
SHL6232 Youth Sport and Heath																			
SHN 6164 Dissertation																			

## 8. Entry requirements

A strong rationale must be provided for any deviation from the following norms:

### Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:  
Foundation Degree, Higher National Diploma or equivalent in a related area.

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS).

*Other non-certificated requirements...*

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's (RPL) procedures.

## 9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)  
(A certain level of attainment which must be achieved in a specific module; any deviation from the standard College stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

As this is a top-up programme, students require 120 credits to gain the award.

## 10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level  
*Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*

None

## 11. External examining arrangements

External examining arrangements  
(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)

External examining will be via the SHN existing arrangements for undergraduate provision.

## 12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

### **13. Additional support needs**

Arrangements will be made to accommodate students with additional support needs wherever possible.